

Community and Environmental Sociology 500
Capstone Experience
Spring 2015

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Office hours: Monday 10:30-11:30 and by appointment

The goal of this course is to put a “cap” on your major – to read, reflect, discuss, and write about overarching themes of Community & Environmental Sociology, and to prepare to leave UW. I’ve selected books and articles that have not been used in other CES classes and, in several cases, timed our reading of them to coincide with the authors’ visits to campus. I encourage you to attend the presentations by these authors.

You will play an active role in the course by bringing in connections to current events, selecting readings, and leading discussions. My intention, and sincere hope, is to give you an opportunity to begin to bring your UW education to the world around you.

REQUIRED READING:

- Dorceta Taylor, *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Communities*. New York University Press, 2014.
- Seth Holmes, *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. University of California Press, 2013.
- Michael Edwards, *Small Change: Why Business Won't Save the World*. Berrett-Koehler Press, 2010.
- *I am Malala* (free copy from UW Library, courtesy of the “Go Big Read” program)
- Additional articles posted on course website (Learn@UW)

GRADED REQUIREMENTS AND DUE DATES:

- 1) Every class period – come prepared to participate and actively learn
- 2) Every week -- post a brief description and a link to a current news story that relates to community and environmental sociology (broadly conceived) in the appropriate discussion forum on the course website. We’ll spend a few minutes at the start of each class talking about 6 of them. Post by Sunday noon for discussion the following week, beginning Feb. 1, ending April 19. You may skip one week without penalty.
- 3) Once a semester -- Select a short social science reading or two (approved by me) and lead discussion of the reading
 - a. Sign up in advance; coordinate your reading with weekly topic
 - b. To find articles, consult prior coursework, edited books, or search for articles with UW library or Google Scholar; post pdf on Discussion Forum at least 4 days in advance (let me know if you need it scanned to make a pdf document)

- c. Major topic areas and available dates:
 - i. COMMUNITIES (includes issues of community development, migration, segregation, environmental justice, poverty)
 - 1. Feb. 4
 - 2. Feb. 16
 - 3. Feb. 18
 - 4. Feb. 23? Or 25?
 - ii. FOOD (includes production, consumption, commodity chains, labor, hunger, health)
 - 1. Mar. 2
 - 2. Mar. 18
 - 3. March 23
 - 4. March 25
 - iii. MAKING CHANGE (includes examples of public sociology, successful or failed movements)
 - 1. April 8
 - 2. April 13
 - 3. April 20
 - 4. April 27
- 4) Once a semester -- Pair up to lead a discussion of assigned reading; available dates:
 - a. *Toxic Communities*
 - i. Chapters 1-6, Feb. 11
 - ii. Chapters 7-END, Feb. 25 or 23?
 - b. *Fresh Fruit, Broken Bodies*
 - i. Chapters 1-3, March 4
 - ii. Chapters 4-7, March 11
 - c. *I am Malala*
 - i. April 15
 - d. *Small Change*
 - i. April 22
- 5) Three times this semester – Review and critically analyze the reading for the section of the course. Assigned books will be the main focus but should not be the exclusive focus. Address questions such as: What is the theme or thesis? What is the author’s main argument? What are the main sociological concepts used? What kind of general theory does this work relate to? Are the data sound and convincing? What are the larger implications of this work? Turn in hard copy and upload electronic file to appropriate dropbox on course website. Suggested length: approximately 1000 – 1250 words.
 - a. Part 1: Public Sociology, Communities and Environmental Justice
 - i. Due by 4pm Friday Feb. 27
 - b. Part 2: Food Issues – Field to Plate
 - i. Due by 4pm Friday March 27
 - c. Part 3: Making Change – Where should the target be?
 - i. Due by 4pm Friday April 24

- 6) Produce a polished writing sample and present your paper to the class. Paper graded on improvement and final quality.
 - a. Preliminary version – uploaded to appropriate dropbox by Feb. 4; bring hard copy to give to your peer reviewer. If you don't have a paper, write an outline for a new paper (meet with me first).
 - b. Peer review with the idea of making the paper stronger – identify what you liked and what needs to be improved. Is the paper clear and well-argued? Does the author rely too heavily on quotations? Are the author's intentions clear? Written comments printed for author and uploaded to dropbox on Feb. 9.
 - c. Rework paper incorporating reviewers' comments, get help from Writing Center, talk with professors, add new literature. Target length for research papers: 15-20 pages; for essays: 10 pages.
 - d. Final paper and 10 minute presentation
 - i. April 29 (4 presentations)
 - ii. May 4 (4 presentations)
 - iii. May 6 (4 presentations)
 - iv. May 8, 4pm. Hard copy delivered to my office and electronic file uploaded to dropbox of course website.

GRADE WEIGHTING:

10 Weekly news reports -- 10%

3 Critical analysis of assigned reading – 60%

1 Revised paper and presentation – 15%

Participation and engagement (includes discussion leadership roles and providing feedback on papers (peer review) and presentations) – 15%

POSSIBLE PENALTIES:

Late papers lose one full letter grade for every 24 hours they are late.

Failure to show up for a discussion leadership role will result in a 10% deduction from final grade.

Failure to attend all final presentations will result in a loss of 5% from final grade for every presentation day missed.

Failure to present your final paper will result in a 5% deduction from final grade.

TENTATIVE SCHEDULE OF READINGS AND ASSIGNMENTS:

Part 1. Public Sociology, Communities, and Environmental Justice

This week: The Sociological Imagination and Public Sociology

Jan. 26 -- C. Wright Mills, Chapters 1, 9, 10 of *The Sociological Imagination*; readings on “irrelevance”

Jan. 28 – 2 articles by M. Burawoy on C. Wright Mills and Public Sociology

This week: Read *Toxic Communities* (TC), Pp. 1- 68; get “writing sample” ready

Feb. 2 – Film; TC

Feb. 4 – Student choice & TC; bring copy of “writing sample” paper for peer reviewer

This week: Read *Toxic Communities* (TC), Pp. 69- 146; peer review

Feb. 9 – Peer Review due; meet and discuss

Feb. 11 – Student Led Discussion of Chapters 1-6 of TC

This week: Read *Toxic Communities* (TC), Pp. 147-227

Feb. 16 – Student choice & TC

Feb. 18 – Student choice & TC

*Feb. 19, 12:15p.m. Dorceta Taylor “*Food Insecurity, Resistance, and the Quest for Environmental Justice in Communities of Color*” 8417 Social Science

This week: Read *Toxic Communities* (TC), Pp. 228-282; Paper due Friday

Feb. 23 – TC & Student choice? Or TC discussion?

Feb. 25 – Student Led Discussion of Chapters 7- Conclusion of TC or Student Choice?

*Feb. 27 – paper due by 4:00p.m.

Part 2. Food Issues: Field to Plate

This week: Read *Fresh Fruit...* (FF), Pp. 1-87

Mar. 2 – Student choice & FF

Mar. 4 – Student Led Discussion of Chapters 1-3 of FF

This week: Read *Fresh Fruit...* (FF), Pp. 88-198

Mar. 9 – FF & Film

Mar. 11 – Student Led Discussion of Chapters 4-7 of FF

This week: readings on “food” and work on critical essay #2; meet with me about your writing sample progress

Mar. 16 – Read Appendix of FF, Seth Holmes visit;

*4:00 Seth Holmes lecture, 1325 Health Sciences Learning Center

Mar. 18 – Student choice; additional readings from “food issue” of *Contexts*

This week: readings & work on critical essay #2

Mar. 23 – Student choice; additional readings

*Mar. 24 7:30pm Danielle Allen, “In defense of equality,” Shannon Hall, Memorial Union

Mar. 25 – Student choice

*Mar. 27 – paper due by 4:00 pm

Spring Break – This week: be safe and make good choices.

Part 3. Making Change – Who can? How? Where?

This week: Tackling Inequality: Race and Sex; reading Coates and Malala

April 6 – reading: Ta-Nehisi Coates, “The Case for Reparations” *The Atlantic*

*April 7, 7:30pm “An Evening with Ta-Nehisi Coates,” Shannon Hall, Memorial Union

April 8 – Student choice & *I am Malala (IM)*

This week: Read *I am Malala*

April 13 – Student choice & IM

April 15 – Student led discussion of IM

This week: Read *Small Change (SM)*

April 20 – Student choice & SM

April 22 – Student led discussion of SM

*April 24 – paper due by 4:00pm

This week: prepare presentation, finish paper

April 27 – Student choice; celebrate semester

April 29 – Presentations

This week: prepare presentation, finish paper

May 4 – Presentations

May 6 – Presentations

*May 8, 4:00p Final paper due.